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This classification scheme, based on the 'facet formula' theory of Ranganathan, is designed primarily for the library of the National Institute of Adult Education in London, England. Kinds of persons being educated (educands), methods and problems of education, specific countries, specific organizations, and forms in which the information is presented comprise the characteristics by which the adult education literature can be divided. Guidelines are furnished on cross-references, use of basic alphabetical notation and the country numbers in classification and subject cataloging, placement of reference and theoretical works, and the handling of such marginal subjects as sociology, psychology, community development, and the mass media. Suggestions on adaptation of the scheme for other adult education libraries are also made. This document is also available from the National Institute of Adult Education, 35 Queen Anne St., London W.1, England for five shillings. (ly)

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A Classification Scheme for Adult Education

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A CLASSIFICATION SCHEME FOR ADULT EDUCATION

Introduction and schedules

compiled by

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PREFACE TO THE 1966 REPRINT

This classification scheme was prepared by Miss Monica Greaves, B.A., F.L.A., whilst working as Librarian at the National Institute of Adult Education. The Institute is gratified by the interest it has aroused and is glad to know that it is found of sufficient value to merit production in a more attractive form.

E.M. HUTCHINSON
Secretary,
National Institute of Adult Education

A CLASSIFICATION SCHEME FOR ADULT EDUCATION

Purpose

This scheme is primarily designed to provide an expandable arrangement for the present and future stock of the library of the National Institute of Adult Education. Some recent developments in library classification have been taken into consideration. The construction is based upon the 'facet formula' theory of S.R. Ranganathan.

It is hoped that this classification will not only place present information about adult education on a more logical basis, but will reveal more clearly, by analogy, the gaps in this field of knowledge where research should be promoted. Owing to the development of new libraries of adult education in the Commonwealth and elsewhere, this scheme is published with an explanation and short notes for its possible adaptation for other libraries.

The basic construction

When preparing this classification scheme, the stock of the library of the National Institute of Adult Education was surveyed. The literature shows various characteristics by which it might be divided. The five main ones are (1) the kind of person being educated i.e. educands (2) the methods or problems of their education (3) the country where the work is carried out (4) the organisation doing the work (5) the form in which the information is presented.

The literature is divided using each of these characteristics in turn. After division by the first characteristic i.e. educands, such classes as adult education of blind persons, workers, women, etc are obtained, as well as one class covering adult education of undifferentiated persons. The total classes produced by division by a single characteristic is called a 'facet'. If the division is by the characteristic of educands, the facet might be called 'educands facet'. An individual class produced as a result of this division is called a 'focus'. The formula educand + method + country + organisation + form is known as a 'facet formula'.

How the order of application of the characteristics is obtained

The order of application of the characteristics of division has been carefully considered. It has been decided that all information about work with special classes of people should come together regardless of the

teaching methods employed, the country where the work is carried out, the organisation doing it or the form of presentation of the information. The 'educand' facet (W) is therefore the primary facet. The second facet in order of importance is the 'method facet', which in this case includes mass media, learning situations and teaching aids (K to T). Works about each particular medium or method must be brought together. Country and form of presentation are only of possible secondary importance, e.g. Role-playing might be used in Great Britain or the USA but it would be role-playing the reader would be primarily interested in, the country might not even be considered. Bibliographies, indexes etc. exclusively referring to radio or theatre would be required with works on these subjects rather than with other bibliographies or indexes on other subjects.

Problem of the wide variety of work and organisation of adult education in different countries

There now remain a number of works descriptive of the history of adult education and the present work in various countries by various organisations. The field covered is not only that of adult education but also of education in general, sociology and community development, nor can these subjects be separated easily. They overlap with adult education and with each other. The separating factor is rather the various societies and their environment i.e. the country. Branches of social and educational work are more dependent for their organisation and development upon similar aspects of the work in the same country than the same branch of the work (supposing that it exists) in other countries. e.g. In some countries adult education and community development are part of the same movement. In Southern Italy they are combined in the work of UNLA, and are more closely related than community development in Italy is related to community development in Great Britain for instance. It thus may be seen that owing to the variety of institutions, organisations, history and stages of development of adult education in different countries and also its links with social and other work in the same country, division must, next, be primarily by country and afterwards by type of work or organisation. This has been carried out in classes, D, F, G and J.

Differential facets

Although classes D, F and G may be used for comparative studies they are, at present, mostly used for subdivision under country numbers after J. In the present version they are biased towards British education and are used in the Institute library mainly for sub-division under J2. An attempt has been made to list, or leave

provision for, all sub-divisions that may be needed for any country whether they are sub-divisions common to most countries, (which may alone be used for comparative studies e.g. Faf - Universities,) or those peculiar to certain countries e.g. Fib - Mechanics Institutes and Fil - Public Schools. (It should be noted that these will only be used for sub-division under the country to which they apply, and would not in any case come together as they appear in the schedule. The country division J will come first with the country number and these will be used as sub-divisions afterwards) e.g. J2 - Mechanics Institutes in Great Britain. J60 Fil - Public Schools in the USA.

The list of sub-divisions in D, F and G may be expanded to cover any aspect required for anywhere in the world. If, however, the list becomes too long and unmanageable it may be better to form a series of 'differential facets' i.e. a set of sub-divisions each suited to a different country. The same notation could be used in each case but the sub-divisions for each country would not be confused as they would always be preceded by J and the country number. Division by country first, and then by 'differential facets' is possibly part of the solution to the classification of the work of adult education in various countries.

Terminology

Connected with this latter problem of classification is that of terminology. Various kinds of institutions which are often the same in many ways (rarely are they exactly the same), in different countries are denoted by quite different terms, which do not indicate any similarity at all. Conversely many institutions denoted by the same term are widely different. e.g. Evening Institutes in Great Britain and Public Schools in America are, as far as financial support is concerned, administered in much the same way, partly by Local Authorities and partly by the State. Evening Colleges on the other hand are part of the extra-mural work of Universities in the USA and it is mis-leading to confuse them with Evening Institutes in Great Britain. Students will not be able to see any connections between similar institutions in various countries if they have different names as the literature on these will be separated by country in the classification scheme. Therefore the catalogue must be used to show these connections. Such entries as the following might be inserted.

Evening Institutes. Great Britain <u>see also</u> Public Schools. USA.
Evening Colleges. USA. <u>see also</u> Tutorial Classes. Great Britain.

Difficulties in placing particular aspects

Because of the complexity of the history of adult education, several areas of knowledge were difficult to place. A particular example is the history of Mechanics' Institutes and Polytechnics. Although at first this appears to be part of the history of the working class and technical education it may be found on closer examination that these institutions were rather the forerunners of the modern Evening Institute and they have been placed as such. To cover any doubt a 'see also' reference should be made in the catalogue from Workers' Education and Technical Education to the names of these institutions.

Reference and theoretical works

Books on theory and philosophy of the whole subject form another group Be to Bem. Bibliographies, indexes and periodical lists etc., also covering the whole subject will be placed B to Bas. Periodicals, although often filed separately on the shelves may be classified with the subjects they cover in bibliographies or catalogues and subdivided Bac.

Principle of inversion

In the schedule the sequence of the facets is in reverse order from that of the formula. This is known as the 'principle of inversion' the purpose of which is to place general items before more specialised items in the final arrangement. The order of application of the characteristics is not however reversed.

Marginal subjects

The marginal subjects such as sociology, community development, psychology, technical and vocational education and the mass media cannot strictly be termed branches of adult education. In some cases these subjects are discussed in relation to adult education (phase relation) e.g. psychology for adult educationists (bias phase); or influence of television upon adult education (influence phase). In other cases these marginal items are general treatises on the particular subjects which will be of interest to and will be required by those who study adult education. Instead of being placed in separate sections of their own as would happen if a general scheme were used for this special library, they have been fitted in as an integral part of this scheme. Psychology has become one of the foci of the methods facet; sociology and community development have been considered as special branches of work in various countries, and technical and vocational education have been inserted as part of the education of the young worker, in the educands facet. In

each case they have been placed as near as possible to the aspect of adult education to which they seem nearest allied. Because these classes are not formed by directly applying the facet formula to the subject field of adult education as in the case of the other classes, it may not always be suitable that the other characteristics of the formula should be applied to form sub-divisions for these classes, although the country numbers may be used anywhere in the schedule if required for division by country. Other sub-divisions of these marginal subjects should be individually dealt with if the number of documents becomes large enough to warrant it. Gaps have been left in the notation for these individual sub-divisions. As an adult education library would, however, only cover a small part of these subjects further sub-division may not be necessary. No attempt has been made to cover the whole of these subjects.

The notation

There are 16 main sections in the schedule. In order to keep the final notation as brief as possible these should each be given a single indicative symbol. Because, with arabic numerals, only ten single symbols i.e. 0 to 9 can be obtained, capital Roman consonants are used, providing a possible 21 places (if Y is included) H, V, X, Y and Z are not needed at present but may be used for new marginal subjects later. A capital consonant is used throughout the scheme when a new facet is cited. The second letter is a lower case vowel, and allows for twenty-one more places. These three symbols form a pronounceable syllable, which is easy to say, read, write and remember. Gaps are left throughout for expansion, further letters possibly a vowel and then another consonant may be added to form other places after each place already identified by three symbols.

Country numbers

The countries facet, for which the symbol is J, has so many sub-divisions and could have so many more that to avoid difficult letter combinations, arabic numerals are used. J is only prefixed to the country number when dividing according to the facet formula. When a country or nationality is required elsewhere in the schedule e.g. Taq - Languages the number only is used. e.g. Taq 17 - The teaching of the French language, but Wac J17 - The teaching of blind people in France. Expand by using numbers omitted, then by decimalisation as in the Dewey Decimal Classification.

How to classify with the scheme

If the item for classification reflects only the educand facet e.g. adult education for women, it is placed in the W class (at Wup). If a subject reflects only the methods facet e.g. a learning situation such as educational travel, it would be classified at Ro. These are simple subjects. A subject which reflects two or more facets is called a compound subject e.g. Educational travel for young people Wo Ro. The characteristics in order of the facet formula are applied to this subject. It reflects the primary (i.e. educands facet). It is therefore in main class W and sub-divided by R. Any subject in this field may be analysed to show two, three or more facets or phases which here have been used in the same way as facets. The facets are then cited in reverse schedule order and this forms the class number. When several works all have the same class number they may be filed in alphabetical order of author, unless otherwise stated e.g. at Do Biography where they are in alphabetical order of biographee. Do not classify by the index which is intended only as a finding guide to the schedules.

Subject cataloguing with this scheme

There are two methods of subject cataloguing with a faceted scheme. The first is the 'chain index' method used in a classified catalogue which is the more economical as far as the number of entries is concerned. The catalogue would consist of three files (1) a classified file, with full entries for each item in classified order (2) an alphabetical author and title and publisher index (3) a chain index of subjects, relating to the classified file, constructed as follows:-

Each facet must be indexed, so that whatever facet of the subject the reader looks for in the file, he will ultimately find what he requires, e.g. Use of discussion in teaching small groups of women.

Groups: Discussion: Women	Wup Sel Re
Discussion: Women	Wup Sel
Women	Wup

The classified file should be adequately guided. The main class is Wup but whichever facet the reader looks up he will be led to the correct main class in the classified file, followed by the sub-divisions of that class. No further index entries would be needed for other items in the same classes covered by these index entries.

The second method, which may be more conveniently used in a card catalogue, requires subject entry for each item under each subject heading, but ultimately saves the time of the reader, as a ready-made bibliography on cards may be found under each facet. A full catalogue entry is made out and this is duplicated the required number of times. (unit card method) The various headings required are typed on the top of each 'unit' card. A subject heading is made for each facet by rotating the terms so that each comes to the front in turn:

Groups: Discussion: Women	Wup Sel Re
Discussion: Women: Groups	Wup Sel Re
Women: Groups: Discussion	Wup Sel Re

These subject entries may then be filed in with author, title and publisher entries forming a dictionary catalogue.

See also notes under '<u>Terminology</u>'.

<u>Adaptation of the scheme for other adult education libraries</u>

1. The order of the characteristics of division is suited primarily to the library of the National Institute of Adult Education. If the requirements of the collection are slightly different the order of the facets in the formula may be changed. This would alter the order of the main classes, but, in fact, would only necessitate the changing of the initial consonants of the class marks of the schedule.

2. The order of the foci in each facet i.e. 'order in array' might be altered in certain places if necessary. (See also note on 'differential facets') In the present version it is in 'favoured category' order.

3. The country numbers are in an order which is suited to a British library but the countries may be relisted and renumbered accordingly if the scheme were to be used in an overseas library.

4. The notation is only a mechanical device for keeping the classes in order, should Roman letters be unsuitable for any reason, another notation may be applied to the same arrangement.

5. Marginal subjects may be omitted altogether if this scheme is used for part of a library of wider scope. e.g. a library of education.

Conclusion

This scheme may be regarded as experimental. It has been used in the Institute library and the following facts have emerged in the course of the work:-

1. The characteristics of division are almost certainly the essential ones.

2. Their order of application might be debatable but the use of the country as the first characteristic by which to divide the historical and descriptive works is unavoidable if any clear classification is to be made at all. Previous attempts to divide by the organisation first have resulted in confusion. (see also above 'differential facets').

3. There are possibly many alternative locations for the marginal subjects although only one has been given in this scheme.

4. As it is helpful to the reader and suitable for future development a clear general pattern in the scheme is more important than a 'place for everything'. Most of the headings given in the scheme, however, need to be used and may later need further sub-division. Many items would be lost if placed in broader groups.

5. Most works tend to be general in coverage, or descriptive of institutions. Many are single faceted. There is a considerable lack of writings on specific aspects except for a few good works from Canada and the USA. This statement applies to the stock of Library of the National Institute. Classes P, Q, and S might be rearranged and developed by experiments in a library which holds more of these works.

Further reading

Mills, J. A Modern Outline of Library Classification. London, Chapman & Hall, 1960, 196pp.

Foskett, D.J. The London Education Classification. Education Libraries Bulletin. No. 14, Summer 1962. pp.6-7.

Brief examples showing the use of the scheme

REFERENCE WORKS

Mezirow, J.D. and Berry, D.
The literature of liberal adult education. 1957. B

Librarians on Institutes of Education
British education index. 1961 Baf

PHILOSOPHICAL WORKS

Lindeman, E.C.
The meaning of adult education. 1961 — Be

Ranganathan, S.R.
Education for leisure. 1954 — Beb

INTERNATIONAL ASPECTS AND COMPARATIVE STUDIES

World Conference on Adult Education
Proceedings. 1929 — C Bas

International directory of adult education.
UNESCO. 1952 — Dik

Peers, R.
Adult education, a comparative study.
1958 — Dil

HISTORY, DESCRIPTION OF ADULT EDUCATIONAL WORK ETC. IN VARIOUS COUNTRIES

Wells, M.M. and Taylor, P.
The new law of education. 1954 — J2 Dad

National Institute of Adult Education
Adult education in 1962. — J2 Dik

Kelly, T.
Outside the walls, sixty years of university extension in Manchester. 1950 — J2 Fag

Edwards, H.J.
The evening institute. 1961 — J2 Fig

Lyche, J.
Adult education in Norway. 1957 — J5 Dil

Petersen, R. and Petersen, W.
University adult education. (USA) 1960 — J60 Fag

CULTURE AND THE MASS MEDIA

Williams, R.
Britain in the sixties, communications.
1962 — Ka

Standing Conference on Television Viewing.
Provision and purpose, conference, 1961 — Kam Bas

Great Britain, Ministry of Education.
The structure of the public library service in England and Wales, 1959 — Kid J2

ADMINISTRATION

Great Britain. Ministry of Education.
Organisation and finance of adult education in England and Wales. 1953 — La J2

Adult Education Association of the USA.
Architecture for adult education. 1957 — Lad

Library Association.
Design in the library. 1960 — Lad Kid

PERSONNEL

Great Britain. Board of Education.
Report on recruitment, training and remuneration of tutors. 1922 — M J2

STUDENTS

Gould, J.D.
The recruitment of adult students. 1959 — N

PSYCHOLOGY

Weschler, D.
The measurement and appraisal of adult intelligence. 1958 — Pel

TEACHING METHODS

Adult Education Association of the USA.
How to teach adults. 1955 — Qa

Loosely, E.
Residential adult education. 1960 — Ri

TEACHING AIDS

Powell, L.S.
A guide to the use of visual aids. 1961 — Se

Lee, R.E.
Getting the most out of discussion. 1956 — Sel

TEACHING OF PARTICULAR SUBJECTS

Harvard, J.
Teaching adults to speak a foreign language. 1961 — Taq

Cameron, J.M.
The teaching of philosophy to adult students. 1951 — Tav

Browne, E.M.
Drama in adult education. 1936 — Tok

TEACHING METHODS FOR SPECIAL CLASSES OF PEOPLE

Laubach, F.C. and Laubach, R.S.
Toward world literacy. 1960 — Wec

Siegle, P.E.
New directions in liberal education for executives. 1958 — Wic Ta

Sadler, M.E.
Continuation schools in England and elsewhere. 1907 — Wip

National Institute of Adult Education.
Liberal education in a technical age. 1955 — Wis

UNESCO
Women and education. 1953 — Wup

McCall, C.
Women's Institutes. 1943 — Wup F

THE SCHEDULES

Summary

B	Reference works, theory
C	International aspects
D, F, G	Comparative studies
J	Description of work in various countries
K	Mass media
L	Administration
M	Personnel
N	Students
P	Psychology
Q	Teaching methods
R	Learning situations
S	Teaching aids
T	Teaching of particular subjects
W	Special classes of people

B	Bibliographies
Bab	Periodical lists
Bac	Periodicals
Baf	Indexes
Bak	Glossaries and dictionaries
Bap	Research
Bas	Conferences
Be	Theory, aims and philosophy of education and adult education
Beb	Leisure, education for a fuller life
Bek	Religious ideals in education
Bem	Adult education for citizenship, democracy
C	International cooperation and other aspects in education and adult education
Ce	International organisations
Ceb	World Association for adult education
Ci	UNESCO
D	Comparative studies
DFG	Use for sub-division under country, and also for comparative studies of special aspects
Dab	Reports to governments, official reports of commissions (education)
Dac	Parliamentary debates (education)
Dad	Laws affecting education
Daf	Statutory rules and orders, instruments (education)
Dag	Ministry circulars and memoranda (education)
De	History of education, comprehensive
Deb	Early history of education 18th and 19th century
Dec	Interwar period
Ded	Educational directories and year books
Def	Modern educational developments
Dek	Secondary and higher education
Del	Further education
Dib	Reports of commissions (adult education)
Dic	Debates in parliament affecting adult education
Did	Laws affecting adult education
Dif	Statutory rules and orders, instruments (adult education)
Dig	Ministry circulars and memoranda (adult education)
Dik	Adult education directories and year books
Dil	Adult education description and history
Dip	Local studies of adult education
Do	Biography, in alphabetical order of biographee, but place with particular subject when this can be defined and sub-divide Do
F	Organisations and associations (Use as sub-division under various aspects and then divide alphabetically by name of organisation)
Fa	State in adult education, work of Ministry of Education

Fab National coordinating bodies
Fac Voluntary bodies
Faf Universities
Fag Extra mural work
Fah Evening colleges (USA)
Fak WEA and University work, tutorial classes
Fal Workers' Educational Association
Faz Folk High Schools
Feb Residential adult education
Fec Long term
Fed Short term
Feq Summer schools, educational camps
Feh Educational Settlements Association and Educational Centres Association
Fej Junior Community Colleges (USA)
Fib Mechanics Institutes
Fic Working Men's colleges
Fig Early Polytechnics
Fih Local Education Authorities, Boards of Education
Fij Evening Institutes
Fil Public Schools (USA)
Fim Clubs for working men
Fin Literary and philosophical societies, lyceums
Fip Forums
Fob Religious organisations
Foc Roman Catholic
Fod Church of England
Fof Non-conformist
Foh Jewish
Fov National Adult School Union
Fow Chautauquas
Fut Trusts and Foundations

G Sociology
Gab Social surveys
Gac Social services
Geb Community development
Gec Community clubs and centres
Gic Urban areas
Gid Suburbs and new housing estates
Gif Rural areas
Gig Rural adult education
Gih Village colleges and county colleges
Gik Village and rural clubs
Goc Agricultural extension
God Agricultural colleges
Gol Land grant colleges (USA)
Goz Technical assistance, mechanisation

J
1 Europe
2 United Kingdom

3	Scandinavia
4	Denmark
5	Norway
6	Sweden
7	Finland
8	Greenland
9	Iceland
10	W. Germany (or Germany as a whole)
11	Austria
12	Benelux countries
13	Belgium
14	Belgium and Netherlands
15	Netherlands
16	Luxembourg
17	France
18	Switzerland
19	Spain
20	Portugal
21	Italy, Sicily and Sardinia
22	Other Mediterranean countries
23	Greece and Islands
24	British Commonwealth
30	Australasia
31	Australia
39	Tasmania
40	New Zealand
50	Canada
60	USA
70	West Indies
75	Central America, Mexico, Latin America
76	South America
77	Asia
78	China
79	Hong Kong
80	Japan
85	Pacific Islands
86	Malaya
87	Ceylon
88	India
90	Pakistan
91	Burma
95	Middle East
100	Africa
101	Rhodesia and Nyasaland
102	Ghana
103	British W. Africa
104	Gambia
105	Sierra Leone
106	Nigeria
107	British E. Africa
108	Kenya
109	Tanganyika

110	Uganda
111	Zanzibar, Seychelles, Mauritius
112	High Commission Territories
113	Union of South Africa
114	North Africa
115	North E. Africa
116	USSR
117	E. Germany
118	Czechoslovakia
119	Hungary
120	Rumania
121	Yugoslavia
122	Poland
123	Ukraine
124	Central Asian Republics

K	Culture and the mass media
Kal	Radio
Kam	Radio and television
Kap	Television
Kat	Films
Keb	Entertainment
Kec	Theatre
Keg	Concerts
Kej	Gramophone recitals
Kep	Arts festivals
Ki	Self educational books
Kib	Books, newspapers and other informational publications
Kic	Reading tastes
Kid	Libraries
Kis	Book supply to adult classes
Kit	Library extension work
Ko	Libraries, museums and art galleries
Kob	Museums and art galleries
Kom	Special exhibitions

La	Administration of education and adult education
Lab	Finance
Lac	Publicity
Lad	Buildings and accommodation
Lam	Regional cooperation
Lap	Administration of individual educational centres and organisations
Le	Administration of social work and community development
Li	Administration of community development

M	Personnel
Mab	Selection, recruitment and training
Mac	Training methods
Meb	Salaries and conditions of service
Mib	Professional associations

N	Students, recruitment, selection surveys
Na	Scholarships and bursaries
Nal	Mature students, degree courses, credit and non-credit courses
Neg	Counselling and guidance
Nel	Careers of students after course
P	Psychology
Pa	Developmental psychology
Pam	Human relations
Pe	Psychology of adult maturity
Pel	Mental ability of adults
Pem	Intelligence tests
Pi	Learning theories, educational psychology
Pib	Adult educational psychology
Q	Teaching methods
Qe	Leadership methods
Ra	Learning situations
Rab	Classes
Ral	Forums
Re	Groups
Reb	Workshops
Rec	Meetings
Reg	Conferences
Rep	Clubs
Ri	Residence
Ril	Summer schools
Ro	Travel - overseas students
Rob	Private study
Rol	Correspondence schools
S	Teaching techniques and aids used in more than one learning situation
Sab	Text books
Sag	Written work
Sak	Standards and marking
Se	Audio visual aids
Sel	Discussion, debate, public speaking and expression
Sen	Discussion guides
Si	Role playing
T	Curricula planning
Ta	The arts, liberal education, humanities
Tal	Classics
Tam	English language, essay style, how to write
Tap	Reading speed and efficiency
Taq	Modern languages (foreign, divide by country numbers)
Tar	Literature (divide by country numbers)
Tav	Philosophy
Taw	Religion

Te Psychology
Teb Science and Mathematics
Tec Social sciences
Tel History
Tem Local studies, social and historical
Tep Civic education, citizenship, politics (see also Theory at Bem)
Tez International relations
Tib Law
Tic Economics
Tid Consumer education
Til Geography
Tok Drama and elocution, amateur theatricals
Tol Music and drama, opera
Ton Music
Top Fine arts, visual arts
Tu Crafts
Tuh Housecraft, domestic science (see also Women at Wup)
Tun Hobbies
Tup Health - education (see also community development)
Tur Sports and physical training

W Special classes of people
Wac Blind
Waf Hospital and sanitoria patients
Wag Mental hospital patients
Wal Prisoners and offenders
Web Illiterates
Wec Illiterates in newly developing countries, fundamental education
Wed Minorities, ethnic groups, immigrants and emigrants and prisoners of war
Wib Alumni, graduates
Wic Professional people, executives
Wig Unemployed
Wik Workers, industrial
(Wik F Cooperative education, Trade Unions)
Wip Young workers, apprentices and trainees, day continuation education
Wis Technical, vocational and liberal education compared
Wit Technical, vocational, business and commercial education
Wo Youth
Wol Armed Forces
Wor Ex-servicemen
Wot Seafarers
Wu Older people, education for retirement
Wud Parents
Wup Women

Accommodation	Lad
Administration	La
Africa	J100
Agricultural colleges	God
Agricultural extension	Goc
Aids for teaching	S
Aims of education	Be
Alumni	Wib
Amateur theatricals	Tok
Anglican organisations	Fod
Apprentices	Wip
Armed Forces	Wol
Art galleries	Kob
Arts	K
Arts festivals	Kep
Arts, teaching of	Ta
Arts, teaching of Fine	Top
Asian Republics	J124
Associations	F
Audio-visual aids	Se
Australasia	J30
Australia	J31
Austria	J11
Belgium	J13
Benelux countries	J12
Bibliographies	B
Biography	Do
Blind	Wac
Boards of Education	Fih
Bodies	F
Books, cultural reading	Kib
Book supply to adult classes	Kis
Books, use of text-	Sab
Britain	J2
Broadcasting *see* Radio *and* Radio and Television	
Buildings	Lad
Bursaries	Na
Business education	Wit
Camps, educational	Feq
Canada	J50
Careers of students	Nel
Centres, administration of	Lap
Ceylon	J87
Chautauquas	Fow
China	J78
Church of England organisations	Fod
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